DOCUMENT RESUME

ED 084 481 CG 008 501

TITLE	Volunteers in College and Career Information (VICCI). Evaluation Report.
INSTITUTION	San Francisco Unified School District, Calif.
PUB DATE	Jun 73
NOTE	65p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Planning; *College Choice; College Programs; *Educational Planning; *Guidance Services; High School Students; Information Services; Program Evaluation; *Volunteers; Volunteer Training

ABSTRACT

This booklet discusses an ancillary guidance program, staffed by volunteers, which provides a college and career information service within high schools. Making assistance readily available to students, counselors, teachers, and parents, these volunteers provide information on college programs, financial aid, admission selection procedures, catalog interpretation, application completion, and meeting testing and application deadlines. The report covers funding, organization, volunteer training, and services provided by the program. Evaluations of the program by samples of students, staff, and volunteers show enthusiastic endorsement of the information service. The report concludes with a listing of the basic resource materials used by the program. (Author/LAA)

ED 084481

San Francisco Unified School District

Volunteers in College and Career Information

VICCI!

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Evaluation Report

June 1973

CG 008 501

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June 1973

SPECIAL THANKS TO . . .

Mrs. Lucille Abrahamson, former President of the Education Auxiliary, who was instrumental in developing community support for VICCI;

Mr. James Hamrock, former Supervisor of Guidance & Counseling, who cleared the way for VICCI to begin;

Mrs. Judy Miller, who first breathed life into VICCI and contributed much of herself to it over the past three years;

Bill Char, who did the programming for the VICCI scholarship and career programs, and for this evaluation report;

those who provided financial support for VICCI: the Junior League of San Francisco, the San Francisco Foundation; the Zellerbach Family Fund; the American Jewish Committee; the American Association of University Women; the National Council of Jewish Women; and the San Francisco Unified School District;

and to

WHOEVER IS RESPONSIBLE FOR PROVIDING US WITH SO MANY GREAT PEOPLE WHO ACTUALLY DID THE WORK: OUR VOLUNTEERS, TEAM CAPTAINS, COORDINATORS, AND CLERKS.

TABLE OF CONTENTS

INTRODUCTION 1

FUNDING 2

ORGANIZATION 3

TRAINING 4

VICCI SERVICES 5
Special VICCI Services 6

EVALUATION BY STUDENTS 9
The Sample 9
Do Students Use the Program? 9
Communication 11
Are Students Getting the Information They Seek? 12
Does a Student's Visit to VICCI Have Any After-Effect? 12
Should the Program Continue? 13

STAFF EVALUATION 14
Administrator Response 14
Counselor Response 14
Teacher Response 14
Does the Staff Use the VICCI Facilities? 15
Are Members of the School Staff Likely to Refer Students to VICCI? 16
Do Referred Students Get the Information They Are After? 16
Should the Program Continue? 17

EVALUATION BY VOLUNTEERS 18
Do Volunteers Perceive the Program as Helpful to Counselors and Students? 18
What is the Most Rewarding Part of the Volunteers' Experience? 19
How About the Least Regarding Part of Being a VICCI Volunteer? 20
Other Indicators of Volunteers' Attitude Toward the Program 20

CONCLUSION 21

THE CONTINUING CHALLENGE 23
Do Students Need Help With Their Career Plans? 23

Continued on next page

APPENDICES: 25

A. VICCI BASIC RESOURCE MATERIALS LIST 26
B. TRAINING OUTLINE FOR VOLUNTEERS 27
C. SOME QUESTIONS FOR STUDENTS INVESTIGATING SCHOOLS WHICH CHARGE FEES FOR TRAINING 29
D. VICCI SPECIAL SERVICES 30
E. STUDENT EVALUATION QUESTIONNAIRE 35
F. SELECTION OF STUDENT RESPONSES TO THE "RECOMMENDATION" AND "COMMENTS" SECTION OF THE STUDENT QUESTIONNAIRE 39
G. STAFF EVALUATION QUESTIONNAIRE 42
H. SELECTION OF STAFF RESPONSES TO THE "RECOMMENDATIONS" AND "COMMENTS" SECTION OF THE STAFF QUESTIONNAIRE 43
I. VOLUNTEERS EVALUATION QUESTIONNAIRE 47
J. POSSIBLE HIGH SCHOOL JOB OPPORTUNITIES 49
K. A TIMETABLE FOR GETTING INTO COLLEGE 50

INTRODUCTION

A full-time counselor in a San Francisco high school is normally responsible for 525 students; this is in contrast to recommended student case loads of 250 to 300 endorsed by counselor professional organizations and training institutions. A counselor is expected to actively participate in the solution of each student's educational, career, and personal problems and to have at his fingertips current information which will lead to wise educational and career decisions. Although counselors may be trained to perform these helping services, in actuality much of their time is monopolized by schedule planning, arranging class changes, test administration, clerical or other non-professional and quasi-administrative duties. This condition is severely aggravated by the lack of clerical staff in counseling and guidance offices. In 1969, it was obvious to interested observers that the responsibilities imposed on counselors were excessive.

It was also generally acknowledged that many high school students did not have ready access to information on college programs, financial aid, or admission selection procedures nor to adequate assistance in interpreting catalogues, completing applications, or meeting testing and college application deadlines. Many parents had expressed frustration with high school guidance programs because their children did not have enough basic information for them to crystallize educational and career plans. In some cases students had been unintentionally penalized because they were uninformed of college or scholarship application deadlines, application forms were not available, they did not have guidance

assistance in completing difficult portions of applications, etc..

Parent frustration and realization of the excessive responsibilities placed on counselors gave birth to the idea of providing an ancillary guidance operation, staffed by trained volunteers, to provide a college and career information service within high schools. This new program was christened Volunteers in College and Career Information (nicknamed VICCI--pronounced "Vicky"), and it attempts to increase the quantity, quality, and timeliness of information on post-high school opportunities and to make this information readily accessible to students, counselors, teachers and parents. By assuming a variety of non-professional responsibilities, the volunteers aim to increase the effectiveness of the school's counseling and guidance program and to free counselors to make better use of their professional skills and competencies.

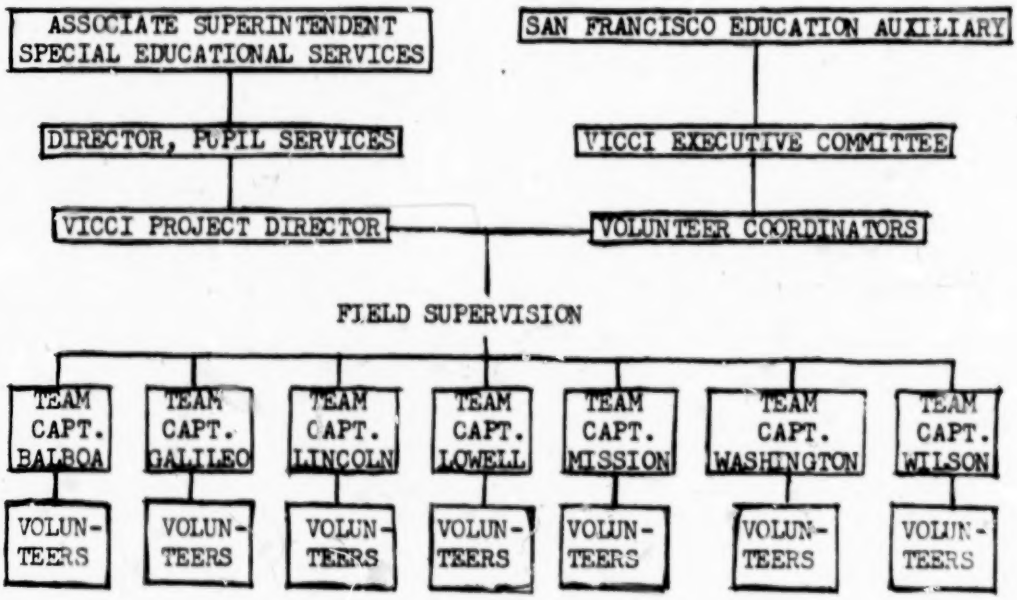
FUNDING

Following endorsement of the concept by the Board of Education, the San Francisco Education Auxiliary (the School Volunteer organization) completed plans for the development of the program, obtained Board of Education approval of the plan, and raised the funds to cover program costs. The Junior League of San Francisco, the San Francisco Foundation, and the Zellerbach Family Fund agreed to provide the full costs for VICCI during the first year ($30,000 annual total); half of the costs the second year ($15,000) and one-fourth the third year ($7,500). The school district has financed the balance of the operational costs during the second and third years and has agreed to absorb the full costs of an on-going VICCI program if it proves successful.

The yearly budget includes provision for a full-time counselor as project director, clerical help, aides, college and career resource material, furniture, supplies, and phone service.

ORGANIZATION

A team of VICCI volunteers works in each of the project high schools (Balboa, Galileo, Lincoln, Lowell, Mission, Washington, Wilson) under the direction of a volunteer team captain. The project director who is a credentialed counselor, and the volunteer coordinators who are experienced team members themselves, provide field supervision, plan training for the volunteers, and attempt to secure all materials needed by each team. The following chart reflects organizational relationships during the 1972-1973 school year.



TRAINING

During the Fall semester, volunteers attend two basic training sessions:

1. ORIENTATION TO THE VICCI PROGRAM-- The session includes a discussion of the role of the VICCI volunteer emphasizing the services volunteers do and do not perform. Volunteers are introduced to the basic career and college reference materials which are available at each VICCI site (see Appendix A).

2. COLLEGE ENTRANCE INFORMATION--speakers from City College of San Francisco, the State Universities and Colleges, and the University of California describe admission procedures for the institutions which most of the college-bound San Francisco graduates attend. Basic financial aid information is covered at this session. During the question and answer period, experienced volunteers (who are aware of the off-beat problem questions which volunteers encounter) help to focus discussion on important information which was not covered in the presentation.

Late in the Fall semester (after most college application deadlines have passed) volunteers attend an:

3. INTEREST SURVEY TRAINING SESSION--this deals with the administration of interest surveys, interpretation of survey results, the use of reference materials to extend the discussion of occupational interest areas, and the maintainance of appropriate survey records for future use.

4. TEAM MEETINGS--since the challenges and problems are different at each school, periodic team meetings are held during the year at each school in order to provide on-going training and to resolve any team operation problems which may develop.

Volunteers who join VICCI after the basic training sessions are given on-the-job training by the team captain. A training outline which includes all the basic information volunteers should know has been prepared (see Appendix B) to assist team captains in training new team members.

Following the two basic training sessions every volunteer is able to provide students with this factual information about:

1) Admission to the University of California, including the "a-to-f" requirements, tests required, courses offered at the various campuses, and alternative methods of admission via the Community College system.

2) Admission to the State Colleges and Universities, including grade-point-average/SAT-score ratios, courses offered and availability of majors at the various campuses, and alternative methods of admission via the Community College system.

3) Admission to San Francisco Community College, including explanation of placement tests, differences between two-year and transfer programs, courses offered, and procedures for admission to other Community Colleges.

4) Application procedures for private colleges in California and for all out-of-state colleges, public and private. The VICCI Reference Library in each school has up-to-date catalogues from every major four-year college, and many 2-year colleges, in the country. The latest editions of the major college reference books are available (see Appendix A).

5) College majors: which colleges offer majors in specific fields, and which high school courses are preferred pre-requisites for specific majors.

6) College costs and the various ways to meet them (scholarship, grant, loan, etc.)

7) Scholarship and financial aid information, including requirements and application procedures for California State Scholarships and College Opportunity grants; reference books for national and specialized scholarship offerings (see Appendix A) and information concerning scholarships and awards offered by local organizations (the VICCI Scholarship Binder).

8) Entrance examination information, including costs, deadlines and test dates for Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, Achievement Tests and American College Tests.

9) Career Interest Surveys, including Kuder DD, Kuder E, Job-O, "Careers" (available via questionnaire or computer terminal, through the computer at Wilson High School), and the Occupational Exploration Kit.

10) Basic Career information (training, salary scale, duties) for a wide range of jobs through the Occupational Outlook Handbook, California Occupational Guides, Occupations Blue Book, and the VICCI Reference Library of professional and vocational pamphlets. Current Civil Service Examination Lists and local employment information, when available, are included.

11) Proprietary Schools (private vocational schools which charge fees for training.) Because of the lack of objective standards for evaluation and accreditation of these schools, VICCI volunteers do not use any of their promotional materials. Instead, a questionnaire has been prepared which is given to students who inquire about such schools, with a recommendation that all questions be satisfactorily answered before the student makes any financial commitment (see Appendix C).

The most frequent student contacts are single requests for factual information: "How much does the SAT cost?" "Do I need a foreign language to get into Cal?" "When is the next SAT fee deadline?" "I want to become a nurse--what courses should I be taking in high school?" "What is the California State Scholarship?" "Where can I go to study forestry?" "How can I become an airline stewardess?"

However, many students find that the answer to one question only leads to additional ones: "If I apply to this college, how can I pay the costs?" "If I am interested in this career, where can I train for it?" "What is the job outlook in my field of interest?" "If I decide to go to college, how do I know which college to apply to?"

Volunteers are trained to use the basic factual information in any sequence which is appropriate to the students' needs: from college-to-major-to-related jobs, or from interest area-to-related-jobs-to-college major, or from geographic location-to-college-choice-to-financial aid sources, etc.

When a student states that he has no idea of what he may do after he finishes high school, the volunteer may use one of the various interest surveys as a basis for encouraging the student to begin thinking about future plans. The emphasis is always on alternatives: students are encouraged to search for as many options as possible. The volunteer does not offer guidance in making choices, since this is the function of a professional counselor; but the volunteer will make every effort to help the student search for alternatives.

Special VICCI Services

In the course of helping students to discover possible options, the volunteers may need to find more information than is available in the VICCI Reference Library. Some students may have specialized education needs, or

may be eligible for certain variations in the standard college entrance requirements.

Counselors, teachers and career center coordinators in some schools have asked the VICCI volunteers to assume responsibility for a wide variety of additional functions. These may require additional, specialized training for the team at one school (e.g., interpreting PSAT scores for 11th graders), or specialization of activities among team members at another school (e.g., one volunteer who arranges job-related speakers for certain vocational classes).

Because the volunteers represent such a broad spectrum of backgrounds, training, interests, and community contacts, and because of the volunteers' strong personal commitments to meeting student information needs, VICCI has been able to provide an unusual range of special services by:

1) Preparing special materials for students' use;

2) Arranging for persons from various education and training institutions, or who represent a particular career field, to speak with students;

3) Arranging for student field trips;

4) Helping students with needs for unusual or specialized information or assistance;

5) Assisting school staff with special projects;

6) Setting up, or participating in, programs which are helpful to students, parents, or counselors.

For examples of the services performed in each of these areas, please see Appendix D.

Having explored the many possibilities for service in the field of college and career information, the VICCI volunteers have also provided consultation services for counselors and parents in a number of other school districts on procedures for establishing a VICCI program. There are versions of the VICCI program already in Novato, Piedmont, Fairfax, Concord, Seattle, St. Paul, and Jackson, Mississippi.

Perhaps the most important special service provided by VICCI is serving as a "Listening Ear". Many students find it difficult to verbalize their needs, desires, future hopes; yet this is a necessary first step in planning for their futures. The volunteer has the time to listen while the student thinks out loud. Even though few final decisions are completed by students in the VICCI offices, many of them begin there.

NOTE: Most of the percentages appearing in this report have been rounded to the nearest per cent; stated percentages will reflect the resultant rounding error.

EVALUATION BY STUDENTS

The Sample

To assess student response to the program, classes were randomly selected within each high school and students were requested to respond to the VICCI student questionnaire (see APPENDIX E). Students responded on a mark-sense data processing card; the 2053 total responses were processed at the Woodrow Wilson High School Computer Center. The sample of students produced the following number of completed questionnaires by grade level:

	BAL	GAL	LIN	LOW	MIS	WSH	WIL	TOTAL
10th	77	88	93	90	95	97	111	651
11th	120	100	102	73	103	90	113	701
12th	102	111	81	101	96	109	101	701
Total	299	299	276	264	294	296	325	2053

To insure that the sample included adequate representation of racial minorities, students were asked to place themselves in one of five categories. Percentages were compared to 1972-1973 school year data prepared by the office of Human Relations. Although racial percentages of the sample vary somewhat from the representation in particular schools, the overall sample generally reflects the overall high school student population.

	Black	Oriental	Spanish	Other White	Other
VICCI Sample	25.2%	26.0%	10.7%	28.3%	9.8%
DISTRICT (High School)	26.3%	20.2%	13.6%	32.5%	7.4%

The sample included 48% males and 52% females.

Do Students Use The Program?

Our preliminary estimates of the number of students who had visited VICCI were 25 to 30%. However, when asked, "How well do you know the VICCI program?", students responded in the following manner:

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
I've been to the VICCI office	43	40	57	65	46	46	38	47
I've heard of VICCI but haven't been there	26	33	28	23	23	41	33	30
I never heard of VICCI	31	27	15	12	31	13	29	23

Gratifying as these figures are, they cannot tell the entire story until analyzed by grade level. It is expected that 10th graders, who are busy adjusting to a new school environment, making new friends, and dealing with the challenges of their age group, may perceive college and career decisions as quite remote. Eleventh graders would be more likely, and seniors most likely, to visit VICCI. These expected patterns were checked on the overall sample.

	10th grade %	11th grade %	12th grade %
I've been to the VICCI office	24	45	72
I've heard of VICCI but haven't been there	35	33	20
I never heard of VICCI	40	22	8

By the 12th grade, practically all of the students know of the VICCI service and almost three-fourths of them have used it. Although it intuitively makes sense to develop career awareness at all grade levels, the above patterns suggest that a "career readiness factor" is operating. If so, it cannot be ignored as a motivational influence, and should not be disregarded in an evaluation of any school "career focussed" program.

When responses to the use question were crossed with the race question, results confirmed that all students are using the VICCI services.

	Black%	Oriental%	Spanish%	Other White%	Other%
I've been to the VICCI office	45	49	47	49	46
I've heard of VICCI but haven't been there	28	34	22	33	22
I never heard of VICCI	27	17	31	18	31

STUDENTS WHO HAD VISITED VICCI

Students who had visited the VICCI centers were asked a series of questions to assess how they first learned of the program and to determine their response to the experience.

Communication

Responses to the question, "How did you first learn of VICCI?" highlight each school's most effective communication channels for bringing students to VICCI.

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
Daily Bulletin	38	40	26	30	10	21	30	28
Referred by Counselor	31	21	29	14	22	14	11	20
Referred by Teacher	6	3	9	3	20	5	14	8
Referred by Friend	17	22	22	35	31	35	20	27
By Accident	8	14	13	18	16	25	25	17

Through an oversight, one additional source of VICCI clients was not included in the questionnaire. A number of students came to VICCI as a result of volunteer visits to classrooms. Student respondents brought the oversight to our attention.

The daily bulletin is effective in bringing students to VICCI in some schools;

referrals by counselors is also a valuable source. Perhaps one of the best endorsements, is the number of students referred to VICCI by a friend.

Are Students Getting The Information They Seek?

When asked, "Did you get the information you wanted or needed?" students who had visited VICCI responded:

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
All of it	23	15	26	20	19	16	19	20
Most of it	53	45	51	41	36	34	44	44
Part of it	21	35	20	30	32	37	24	28
None of it	2	5	3	9	13	13	12	8

Keeping in mind that this is a volunteer program in which the person on duty normally changes each day and the problems involved in keeping the many volunteers totally informed of all aspects of the college and career world, 51% to 76% of the students did get "most" or "all" of the information they sought, and 87% to 97% did get at least a part of it without interfering with the routine of the counseling office.

Does A Student's Visit to VICCI Have Any After-Effect?

To determine this, students were asked, "What was the result of your visit to the VICCI office?"

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
I got some new ideas about my future	38	36	44	32	46	37	40	39
It started me thinking about my future	57	47	46	54	40	47	41	48
I didn't find it helpful	5	17	11	14	14	15	18	13

A major goal of the volunteers, beyond providing an information service, is to stimulate students to begin thinking about their career options. The above results provide a strong testimonial that the volunteers are accomplishing this goal.

SHOULD THE PROGRAM CONTINUE?

When asked, "Should the VICCI program continue at this school next year?", the following percentages of all students who responded (2053 questionnaires) said YES:

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
Yes	98	96	96	95	96	95	96	96

These responses provide clear positive endorsement for the program by students in the seven project high schools.

A selection of students' recommendations and comments appears as APPENDIX F.

STAFF EVALUATION

Evaluation questionnaires (see Appendix Q) were distributed to the staff at each of the seven VICCI project high schools. To encourage candid replies, questionnaires remained anonymous.

Administrator Response

Of the approximately 28 questionnaires distributed to administrators of the seven high schools, 16 were returned. Because of the small number involved, responses on the 16 will be grouped together to report percentages.

Counselor Response

Of the approximately 60 questionnaires distributed to counselors in the seven high schools, counselor response ran as follows:

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
Returned	86	89	100	60	75	56	83	78

Teacher Response

About 850 questionnaires were distributed to school staff members other than administrators and counselors. Of the 258 returned, 246 persons identified themselves as "teachers" and 12 as "other." The "other" category is assumed to include such persons as the school nurse, work experience or other special project coordinators within the school. For evaluation, others are combined with teachers.

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
Returned	40	25	34	24	18	33	43	30

Does the Staff Use the VICCI Facilities?

School staff members were asked "Have you visited the VICCI office?" Respondents answered in the following manner:

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
ADMINISTRATORS								
Yes								94
No								
No Reply								6
COUNSELORS								
Yes	83	100	100	100	100	100	100	98
No	17							2
No Reply								
TEACHERS								
Yes	69	45	78	65	88	73	86	72
No	31	55	22	35	12	27	14	28
No Reply								

Administrators and counselors are well aware of the VICCI service; teachers are, understandably, less so. A number of teachers suggested that VICCI volunteers visit staff meetings to describe the program's operation and services.

The staff was also asked, "Have you used any of the VICCI materials?". Responses indicated a similar pattern.

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
ADMINISTRATORS								
Yes								75
No								19
No Reply								6
COUNSELORS								
Yes	83	63	100	100	83	80	83	85
No	17	37			17		17	15
No Reply						20		
TEACHERS								
Yes	38	30	45	42	33	36	62	41
No	62	70	53	52	63	64	38	57
No Reply			2	6	4			2

Are Members of the School Staff Likely to Refer Students to VICCI?

To determine this, the staff questionnaire asked, "Have you ever sent a student to the VICCI office for information?".

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
ADMINISTRATOR								
Yes								94
No								
No Reply								6
COUNSELORS								
Yes	100	88	100	100	100	100	100	98
No		12						2
No Reply								
TEACHERS								
Yes	79	73	85	68	67	80	86	78
No	21	27	13	32	29	20	14	21
No Reply			2		4			1

Administrators, counselors, and teachers are referring students to VICCI.

Do Referred Students Get the Information They Are After?

Those staff members who had referred students to VICCI were asked, "Do you think the student got the help you wanted him (her) to have?". Administrators and counselors concur that they do; teachers appear to get less feedback about the student visit.

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
ADMINISTRATOR								
Yes								94
No								
No Reply								6
COUNSELORS								
Yes	100	88	100	100	100	100	100	98
No								
No Reply		12						2
TEACHERS								
Yes	58	58	73	58	50	71	81	65
No	8	6	2		4			3
No Reply	34	36	25	42	46	29	19	32

SHOULD THE PROGRAM CONTINUE?

Response to the question, "Do you think the VICCI program should continue at this school next year?" is extremely favorable.

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
ADMINISTRATOR								
Yes								94
No								
No Reply								6
COUNSELOR								
Yes	100	100	100	100	100	100	100	100
No								
No Reply								
TEACHERS								
Yes	83	78	93	77	71	93	95	86
No	4	3						1
No Reply	13	19	7	23	29	7	5	13

A selection of staff recommendations and comments appears as APPENDIX H.

EVALUATION BY VOLUNTEERS

Evaluation of the program by VICCI volunteers was secured via anonymous questionnaire (see APPENDIX I). Besides soliciting the reaction of present volunteers, questionnaires were mailed to former volunteers who had been active in the program 4 months or longer. Originally, it was thought that the responses of persons who had left the program would be most likely to highlight operational weaknesses. In actuality, the responses of former volunteers did not differ from those of active volunteers.

Of the 66 questionnaires distributed to those currently active in the program, 38 (58%) were returned; 60 questionnaires were mailed to former volunteers and 14 (22%) were returned. All seven project schools were represented by respondents who had been active for the following periods of time.

	Less than 1 year	1 year	1½ years	2 years	3 years
No. of Current Volunteers	7	15	2	4	10
No. of Former Volunteers	4	6	3	1	0

Do Volunteers Perceive the Program as Helpful to Counselors and Students?

When asked, "Do you think the VICCI program has helped school counselors?" 92% of the current volunteers and 93% of the former volunteers responded positively; the remaining volunteers indicated an uncertainty.

When asked, "Do you think the VICCI program has helped students?", 100% of the present and former volunteers responded positively.

What is the Most Rewarding Part of the Volunteers' VICCI Experience?

By far the most consistent response to this question is the volunteers' feelings of satisfaction by being a personal help to students, by interacting and establishing rapport with students, and by listening to students who seem to need someone to listen to them. A sample of individual responses

is offered in lieu of any attempt to quantify each volunteer's perception of reward:

Getting info for kids that almost seemed impossible to get.

Discovering how many young people have direction, or perhaps it is discovering what a wide variety of youngsters I can personally relate to...

Going around to classrooms and talking about college/working. Making friends with students.

Helping individual students find information and explore alternatives.

Helping financially handicapped students find jobs and/or scholarships which they may never have known about.

Working with young people and seeing concrete results of the relationship.

When I sense a feeling of rapport developing with a shy student whose first approach is very hesitant and skeptical.

Working with an inspiring team captain, a grateful and cooperative counselor, and guiding a few kids.

Helping and working with the students who for the most part are such nice young people.

Being in contact and talking to teenagers; understanding more about the problems they have.

Observing first hand the ambitions and abilities of some students and realizing that I can have a part in helping them realize their ambitions.

Personal contact with students and knowing I'm needed and helping.

Being able to offer constructive suggestions to students.

Having students send their friends to the VICCI office.

Knowing that I helped some students who wouldn't have gotten help otherwise.

Helping kids straighten out their college thoughts and to plan ahead.

Myriad rewards. Particularly the students who have indicated that the VICCI office (and I) have made a big difference in their plans.

Learning about students and where they're at.

Having a student return and ask for me.

Having a student share the joy of acceptance by a college with me.

Helping students who are seriously concerned about their futures investigate and research what is available. Seeing their responses when they know someone really cares about them.

How About the Least Rewarding Part of Being a VICCI Volunteer?

Volunteers appear to generally agree on areas of concern:

Feelings of frustration because of the amount of material to be aware of, and concern about not knowing enough to respond to each student's questions without delay.

The inevitable periods when there is no student traffic.

The housekeeping details demanded by the great amount of incoming material and the return of college catalogues and other reference materials to their proper place.

The lack of adequate space in some schools: i.e. space which allows for security of materials and for conversations with students.

Other Indicators of Volunteer Attitude Toward the Program

Volunteers were asked if they were planning to volunteer for the VICCI program next year and if they would be likely to recommend the VICCI program to friends who were interested in working with young people.

Of the current volunteers, 71% were planning to return next year, 11% were unsure of their plans for next year, 5% could not, and 13% responded "no" without qualifying the response. However, except for one person who thought tutoring was more rewarding, all of this group (97%) would recommend the program to friends as a worthwhile experience. In addition, all of the former volunteers who responded said they would recommend VICCI to their friends.

CONCLUSION

To have 96% of all the surveyed students (2053) agree that any program currently operating in the public high schools should continue, is no small accomplishment on the part of the volunteers. Perhaps the responses of high school seniors provide the best validation of the long-range effectiveness of the program. At the time of the survey, VICCI had existed during the entire high school career of seniors at Balboa, Galileo, Lowell, Mission and Wilson; and during the final two years of the seniors at Lincoln and Washington. According to the results of the VICCI survey, 92% of the seniors know about VICCI, and 72% have been to the VICCI office. Students at the other grade levels are aware of and use VICCI, but less so than seniors. Continued effort should be made to inform more tenth and eleventh graders about the program and to encourage them to begin to think about career options.

In spite of the tremendous body of knowledge which the volunteers must be aware of, and recognizing that students frequently present off-beat questions, an overall average of 64% of all the students who visited VICCI got all or most of the information they sought; and 92% received at least a part of it and, in addition, some direct, personal attention to their needs.

Added to the overwhelming student endorsement, 96% of the administrators, 100% of the counselors, and 86% of the teachers who were surveyed say that VICCI should continue at their school next year. In an era when concensus among school staff is not easily attained, these results are most gratifying.

There are many talented people working as VICCI volunteers. The VICCI role is demanding; it requires persons who are intelligent, interested in people, sensitive, eager to help, and willing to work for high school students. People with these talents, especially those who do volunteer work,

require that their abilities be productively utilized. Their commitment to a volunteer program further substantiates the value of the program. A sizeable number of VICCI volunteers have indicated that they have served 1½, 2, or 3 years; many plan to return next year; and practically all state that they would recommend the program to other people who are interested in working with young people. Something of merit must indeed be taking place.

In actuality, it is the interaction of volunteer commitment and student traffic which designates the program "a success". One cannot exist without the other. Without volunteers, students cannot come; without students to work with, volunteers will not stay.

Ultimately, all credit for this success must flow to the volunteers. They have made a valuable, and selfless, contribution to the students of San Francisco.

THE CONTINUING CHALLENGE

In order to help focus on student needs at each school, the student evaluation questionnaire also sought information concerning educational and work plans. When asked what they planned to do after high school, students (2053) responded:

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
Get a full-time job	19	9	11	1	26	8	14	13
Be an apprentice	3	3	3	1	1	2	2	2
Work & go to school	47	46	37	35	43	38	52	43
Go to school full-time	16	29	34	54	15	34	18	28
I don't know yet	15	13	15	8	14	18	15	14

Students who were planning to continue with post-secondary school were asked about their educational plans and answered as follows:

	BAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
Complete a business or special training program	21	13	15	7	31	14	28	18
Complete a two-year training program	31	27	20	12	29	17	25	23
Complete a four-year college training program	33	37	37	35	31	44	35	36
Complete college and go to graduate school	15	22	26	45	10	24	13	22

Do Students Need Help With Their Career Plans?

To assess their perception of the need for assistance with their career plans, students were asked, "In general, how much help do you need with your career plans?" In response, 23% to 38% stated that they need a lot of help while only 7% to 15% indicated that they needed no help.

	CAL%	GAL%	LIN%	LOW%	MIS%	WSH%	WIL%	OVERALL%
A lot of help	28	35	23	27	38	30	27	30
Some help	65	57	61	64	51	58	65	60
No help	7	7	15	9	11	11	8	10

Ideally, most students should be comfortable with their career plans as they approach graduation. However, responses examined by grade level fail to confirm this ideal.

	10th %	11th %	12th %
A lot of help	28	33	27
Some help	63	60	60
No help	9	7	13

That 27% of the seniors state that they need a lot of help and only 13% indicate that they need no help confirms that a considerable challenge remains.

APPENDICES

APPENDIX A
VOLUNTEERS IN COLLEGE/CAREER INFORMATION
(VICCI)
BASIC RESOURCE MATERIALS

C O L L E G E

VICCI BINDER OF COLLEGE INFORMATION
COLLEGE ADMISSIONS & FINANCIAL AID INFORMATION -- SFUSD
A TIMETABLE FOR ENTERING COLLEGE -- SFUSD
COLLEGE CATALOGS -- CODED
BARRON'S PROFILES OF AMERICAN COLLEGES
BARRON'S GUIDE TO THE TWO YEAR COLLEGES
ADMISSIONS SEARCH KIT -- ASK KIT
COLLEGE BLUE BOOK -- VOLUME 3, NARRATIVE DESCRIPTIONS
COMPARATIVE GUIDE TO AMERICAN COLLEGES
N.Y. TIMES 1972 GUIDE TO COLLEGE SELECTION
THE COLLEGE HANDBOOK

THE INSIDER'S GUIDE TO THE COLLEGE
COLLEGE CONFIDENTIAL

These appeal to students but do not contain up-to-date or complete information.

FINANCIAL AID & SCHOLARSHIP INFORMATION

The first four are keyed to VICCI's scholarship search questionnaire:

A HOW AND WHERE TO GET SCHOLARSHIPS AND LOANS -- ANGEL
K FINANCIAL AID FOR STUDENTS ENTERING COLLEGE -- KEESLAR
N NEED A LIFT? -- AMERICAN LEGION
V VICCI SCHOLARSHIP BINDER

SCHOLARSHIPS, FELLOWSHIPS, & GRANTS -- College Blue Book Volume 9
COLLEGE -- IT'S REALLY TOGETHER -- NAACP

C A R E E R S

OCCUPATIONAL OUTLOOK HANDBOOK
CALIFORNIA OCCUPATIONAL GUIDES
OEK - OCCUPATIONAL EXPLORATION KIT
BLUE BOOK OF OCCUPATIONAL EDUCATION
VICCI BINDER OF OCCUPATIONAL EDUCATION

PLUS AN EXTENSIVE FILE OF CODED CAREER MATERIAL

TRAINING FOR A PARTICULAR FIELD

CHART -- BAY AREA COMMUNITY COLLEGE OCCUPATIONAL CENTERED CURRICULUM GUIDE
COURSES OFFERED IN CALIFORNIA SCHOOLS
ADMISSIONS [illegible] -- ASK KIT
COLLEGE BLUE BOOK -- Volumes 4 & 5
PATTERSON'S SCHOOLS CLASSIFIED
BLUEBOOK OF OCCUPATIONAL EDUCATION
LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE

APPENDIX B

VOLUNTEERS IN COLLEGE & CAREER INFORMATION
TRAINING OUTLINE FOR VICCI

I. SFEA & VICCI
   A. SFEA: the school volunteer program, all aspects
   B. Need for VICCI (counseling load 525); community funding since June '70
   C. Aims of VICCI program:
      1. Provide information service for students: college & career
      2. Assist counselors with routine duties
      3. Assist students in finding answers to non-routine questions
      4. Administer interest surveys & interpret them
      5. Offer a listening ear

II. Role of the Volunteer
   A. Emphasize attention to individual student
   B. Be patient, give time as well as service
   C. Think in terms of options, alternatives, for every student
   D. When you promise help or information, be sure to follow through
   E. Accept the student's evaluation of himself, build from there
   F. Don't tell tales out of school (confidentiality, both for the student and for VICCI)

III. How VICCI operates
   A. Jim Gordon, office (863-4680, x457), Project Director (Counselor)
   B. Judy Miller, Volunteer Coordinator (752-1250)
   C. Team Captain (_____-_____)
   D. Telephones - use office phone to do your own research
      1. U.C. Admissions Office: 642-3871; general: 642-6000
      2. S.F. State Admissions: 469-1631; general: 469-2141
      3. S.F. City College Admissions: 587-7272
      4. College Entrance Examination Board: 321-5211

IV. Modus Operandi in this school
   A. Log
   B. Tally Sheet
   C. White Cards
   D. Things peculiar to this school:
      1. Keys
      2. Shift schedule & overlaps
      3. Bulletin Board
      4. Catalogue circulation, if any
      5. VICCI Phone:_____
      6. Administrator and/or counselor contacts
      7. Pass policy
      8. Visits to classes
      9. Other (e.g., signup sheets, other services for counselors)

V. California Public Higher Education Plan (especially for non-natives)
   A. Why most of our information is on California colleges
   B. Junior Community colleges, state colleges, University of California
   C. Rainbow folder for basic information

VI. College Reference Materials
   A. How catalogues are arranged (color code)
   B. Basic List (what they look like, where they are shelved)
      1. Barron's
      2. Mazel & 1 or 2 others you especially like
      3. VICCI College Binder
      4. ASKit
      5. Blue Book: postpone for later study?

VII. Scholarship Information
   A. Keeslar
   B. Local scholarship notebook
   C. Blue Book Vol. ___
   D. Others (show where you keep them)

* * * * * * * * * *

FIELD TRIP

Counseling Office, Main Office, Rest Room

* * * * * * * * * *

VIII. Career Information: Training for particular fields
   A. What kinds of questions are typical at this school?
   B. Where to find answers to these inquiries
      1. Occupational Outlook Handbook
      2. OEK (Occupational briefs)
      3. California Occupational Guides
      4. Federal Occupational Manpower & Training needs
      5. Occupations Blue Book
      6. Clip Board for Job Info (and bulletin board, if established)

IX. Career Information: Interest Surveys, etc.
   A. Kuder E (procedure & location of interpretive information)
   B. Job-o
   C. Kuder DD (Procedure & interpretive leaflet)
   D. Career Survey (Orange County)
   E. Plastic peepholes in OEK Kit.

X. Career Resource Bank
   (optional: describe operation, forms, if you use it in your school)

XI. Goodies
   A. Good experiences -- atmosphere of school
   B. Recap Basic Reference List.

APPENDIX C

Developed by: VOLUNTEERS IN COLLEGE/CAREER INFORMATION

SOME QUESTIONS FOR STUDENTS INVESTIGATING SCHOOLS WHICH CHARGE FEES FOR TRAINING
(Examples: Modeling, Cosmetology, Keypunch, Medical Secretary Schools)

Is the school licensed by the state? _____

When can you enroll? _____

How long will it take to finish training? _____

Will you have to work while going to school? _____
Will you attend FULL TIME? _____
Will you attend PART TIME? _____
Are classes set up so you can do so? _____

What are all the costs? _____
Application fee? _____
Tuition? _____
Materials Fees? _____
Book costs? _____
Other costs? _____

Do you have to pay in advance? _____
If YES, do you get any money back if you withdraw? _____

How will you pay for it? _____
Does the school have scholarships, financial aid? _____

Are the arrangements for payment and re-payment, if necessary, clearly printed on the contract agreement? LOOK for it -- it is required by law to be there. _____

Does the school have PLACEMENT SERVICE to help you find a job when you are finished? _____
For how long will the PLACEMENT SERVICE help you? _____

Are jobs available in this area if you finish the course? _____
How about other areas of the state? _____
Would you be willing to move for a job opportunity? _____

What is the USUAL salary range of jobs available to beginners? _____

Will you need a license or certificate to work in this field? _____
Is a test required to qualify? _____
If a person fails the test the first time, does the school continue to help the student until he (she) qualifies? _____
Is there an additional charge for the extra help? _____

APPENDIX D

SPECIAL VICCI SERVICES

The following are examples of special services performed by the Volunteers in College and Career Information:

1) Prepared these special materials for use of students:

List of job sources (see Appendix J)

VICCI Career Notebook containing profiles of private occupational training programs, with information from assorted local proprietary schools

Proprietary School Questionnaire (see Appendix C) plus a partial list of proprietary schools in San Francisco

"Money", a compendium of local and national scholarship and financial aid information available on the Wilson High school computer. Developed by the Wilson VICCI Team Captain, with other volunteers, and programmed by a VICCI student aide; it is available to students via one of the SFUSD'S computer terminals, or via a special questionnaire developed for use in VICCI offices.

"Careers", a general interest survey incorporating 340 job titles, available on the Wilson High School computer. Developed by the Wilson VICCI Team Captain, with the assistance of other volunteers; and programmed by a VICCI student aide; it is available to students via one of the SFUSD'S computer terminals.

"A Timetable for Getting Into College" (see Appendix K). Originally prepared in English, Chinese and Spanish, it has recently been revised, with the addition of an individual student checklist. It will be made available to all high school students in Fall 1973, with special emphasis placed on getting it to 10th graders in order to provide the necessary basic information as early as possible.

"VICCI College Binder", with up-to-date reports from U.C. and the State Universities and Colleges, concerning majors still open, campuses still open; etc. Also, descriptive material about Community College courses, basic test information, etc.

"VICCI Bulletins"; brightly colored blank posters which can be quickly filled in with reminders of imminent test and application deadlines, notices of special college or career meetings, scholarship announcements, etc. They are posted outside the VICCI office and in high-traffic areas around the schools, in order to get important information to as many students as possible, as quickly as possible.

"VICCI Scholarship Notebook", a compilation of basic information about locally sponsored scholarship and grant programs.

List of available health-care jobs, with San Francisco salary scales and job opportunity outlook (prepared with the help of Mrs. Mary Culp, Mt. Zion Hospital)

List of Job Descriptions, salary scales and current job opportunity outlook for office and clerical jobs (made available by Mr. Douglas Reid, Standard Oil Co. of California.)

List of Job Descriptions, salary scales and current job opportunity outlook for jobs in the retail grocery trade (prepared with the help

of Retail Grocers' Association).
"Jobs for Women", information prepared by members of the Mayor's Committee on the Status of Women.
Career Information--pamphlets, fliers, handbooks, etc., published by the U.S. Government, trade and professional organizations, and corporations--collected and arranged in file boxes by job clusters, according to the California Plan for Occupational Information
Notices in "Daily Bulletin" concerning test and application deadlines, available scholarships, career speakers, etc.
Bulletin boards in VICCI offices and in the halls, containing current information about college recruiters, test and application deadlines, career information, etc.
Articles in school papers, to inform students about VICCI office resources.

2) Arranged for persons from various education and training institutions, or who represent a particular career field, to speak with students:

San Francisco International Airport School
U.C.S.F. Inhalation Therapy program (Physiology classes)
Certified Public Accountants Assn. (Advanced Bookkeeping class)
Janitorial Service (Occupations class)
Entry-level jobs in hospitals (Occupations class)
Airline Stewardess (Advanced Clothing class)
Joseph Magnin (Fashion and Design classes)
City Health Department, Sanitation (Food Technology class)
Auto Financing Company (Consumer Studies classes)
Optometrist (Physiology classes)
City College Dental Assistant program
P.G.&E., & Hewlett Packard, (Electronics Lab. classes)
RCA, (TV Repair classes)
Filipino Club, to encourage Filipino students to complete high school attend City College, for better job opportunities
Human Resources Development Dept.
Bar Association (Social Studies classes' students interested in studying law)
U.C. Berkeley, students returning to their own high schools to speak with students interested in attending U.C.
City College: small group meetings with representatives from various departments, for students interested in career opportunities in those fields (e.g., Commercial Art, Inhalation Therapy, Engineering Tech., etc.)
Union apprenticeship program
Armed Forces
Representatives from technological and engineering programs
Career Resource Bank: preliminary work has been done to develop this idea of a bank of persons representing a broad spectrum of trades, businesses and professions, who would be available to speak to small groups, to classes, or for programs arranged by Work Experience Counselors. Individual volunteers have worked on this idea over the past three years, but it will apparently require almost a separate volunteer program of its own to develop properly.

3) Arranged for Field Trips to these places:

Tarantino's Restaurant (Food Technology Class)
Byers Clothing Mfg. Co. (Advanced Clothing Class)
U.C.S.F. for introduction to Health Careers
S.F. General Hospital for introduction to Health Careers
U.C. for Inhalation Therapy careers
IBM Computer Center
Rincon Annex Post Office, for many kinds of Civil Service Employment
U.C. Berkeley, for seniors who have applied for admission. (Guides and special tours of science facilities arranged.)
Veterinary Hospital
Mt. Zion Hospital, for Allied Health Careers
University of the Pacific Dental School
Control Data Institute

4) Helped students with their needs for unusual or specialized information or assistance:

Entrance requirements for many occupations
Assistance to students in computing their Grade Point Averages, for U.C. and CSUSF applications
Interpretation of PSAT scores for 11th graders. Students sign up for individual appointments with VICCI volunteers
Entrance requirements for the Peace Corps
Ratings on Automotive Technology Schools
Selecting high school math courses to prepare for college math major
Positions for women on Merchant Marine ships
Individual contacts made with U.C. and CSUSF for students with late applications
Entrance requirements for Police Cadet program
Schools offering full art programs in the Bay Area
Personal contact in printing industry for student interested in Printing Technology
Deaf student desirous of going into medicine. Volunteer arranged appointment with Director of Admissions, U.C.S.F., who encouraged student to continue education, informed her about specialized fields suitable to her abilities.
Volunteer descovered opportunity for student to work as volunteer in Children's Clinic, thus earning experience and necessary letters of recommendation for nursing school
Advice to foreign students who want to go to college here: check directly about visas, special fees, etc., since these are often very complicated matters
Application to U.C. for special language waivers for students who are otherwise qualified, but speak English as a second language and lack the necessary English course credits
Marine Biology careers
Data Processing, Computer Programming and Systems Analysis Careers
Foreign Colleges and study-abroad programs
Special college admissions programs for minority students
Educational Opportunity Programs for motivated but underqualified students
Rabbinical studies for girls
Tutoring services for students with special needs, especially help in learning English
Finding volunteer programs related to students' special fields of interest, so that students can get some idea of whether to pursue training in that field in college

On request of individual students, Cantonese-speaking volunteers telephoned non-English-speaking parents to explain college admission requirements and tests to them
Direct telephone inquiries on behalf of students, to Admissions Offices at City College, CSUSF, and U.C. Berkeley, for immediate clarification of obscure rules and regulations in their admissions instructions.
Direct telephone inquiries on behalf of students, for clarification, information, and confirmation of schedules of Civil Service Examining Board, all EOP offices, etc.
Administered special nursing program entrance exam for student who had missed regular exam (at request of counselor who did not have time to give the exam).
Colleges with training in Herpetology, and related high school courses
How to get entrance credit from U.C. for languages not on the regular Achievement Test list
Colleges which do not require SAT or any other Entrance examination
Upward Bound
Special educational opportunity programs for Blacks, Latinos, & Asians at various educational institutions

5) Assisted school staff with special projects:

Teachers of Occupations and Technology classes, with study units involving individual student research into careers which interest them. VICCI Reference Library is used by students for this assignment.
Distribution of Parents' Confidential Statement and related materials, and assistance to students in interpreting them
Distribution of Social Security Number application forms, informing students about the necessity for having a Social Security Number for all test and application forms
Receiving student job requests in case of the absence of Work Experience Counselor (in Career Centers)
Working closely with the Education Counselor to identify 11th grade students who are potential college material; follow-up with conference
On request of Counseling Office, located community agencies related to students' special needs: e.g., Aid to Visually Handicapped, Family Service Agency, etc.
Developing resource material and locating speakers for Social Studies staff members who put on "Career Day" at Wilson High School
Locating speakers for counseling staff and student committee who put on "College Day" and "Career Day" at Galileo High School
Coordination with staff of Mission Career Center and their once-a-month Business Volunteers who met with students interested in specific career areas
Distribute U.C. and CSUSF applications during November
Distribute City College applications during February & March
Distribute SAT applications and Achievement Test forms all year

6) Set up, or participated in, programs which are helpful to students, parents, or counselors:

Visits to High-10 homerooms or English classes to explain the purpose of the PSAT/NMSQT, and to encourage more students to take it

Visits to High-11 homerooms or Social Studies classes to explain purpose of SAT test, and to encourage students to take it

Visits to homerooms, classrooms, class assemblies, department meetings and faculty meetings, to inform students and faculty about the resources in the VICCI office.

"Kuder Days", for group administration of Kuder General Interest Surveys. (Kuder DD for 12th graders; Kuder E for 10th and 11th graders). Students then sign up for individual appointments with VICCI volunteer, for interpretation of results and assistance in finding out more about jobs related to their interest areas

"Job-O" administered in classes, including interpretation of results and provision of OEK and other resource material for the teachers to use in completing a study unit

Career Workshops on "Union Apprenticeships" and "Clerical and Retail Fields", planned by District Counselor for Secondary Counseling and VICCI Project Director, for both counselors and volunteers

Secondary counselors invited to attend VICCI training sessions on college admission procedures

Workshops at conferences of the Northern California Personnel and Guidance Association; prepared and presented by volunteers

VICCI Volunteer Coordinator served for two years on the District Advisory Committee on Counseling and Guidance. Through her, VICCI volunteers were obtained to help staff the first All-Student In-Service Counseling Workshop in May, 1973

Through the VICCI office, graduate students in counseling from CSUSF administered and interpreted the Strong Vocational Interest Blank to interested students

Presentations to classes in the School of Education at CSUSF

Arrangments for visits by recruiters from various colleges

Arrangements for visits by State Civil Service recruiters for clerical positions

Arrangement for Armed Forces Vocational Test Battery for those students who were interested in taking it

Appeared at "College Night" for parents, to assist in disseminating college information and inform parents of VICCI services

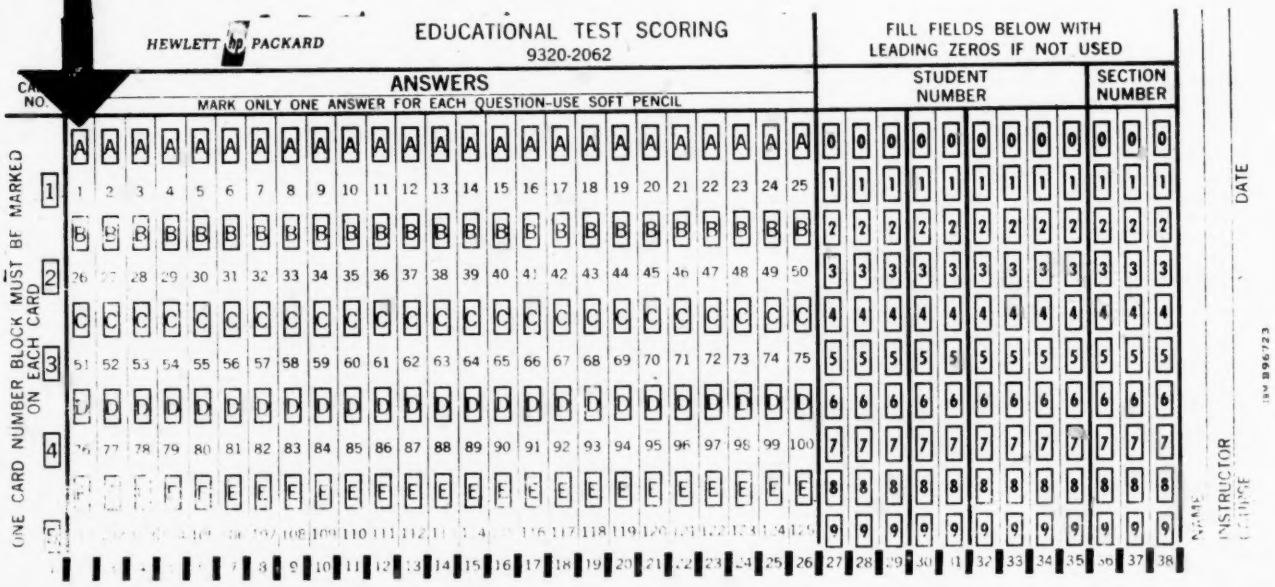
Open Houses for Faculty in VICCI Offices, to acquaint teachers with resources of VICCI program

APPENDIX E

VOLUNTEERS IN COLLEGE AND CAREER INFORMATION
(VICCI)

PLEASE HELP US BY ANSWERING THE FOLLOWING QUESTIONS: PUT AN X IN THE CORRECT BOX ☒. PLEASE USE PENCIL ONLY--DO NOT USE A PEN.

START HERE:



QUESTION 1 How well do you know the VICCI program?

A. I've been to the VICCI office (please continue and answer all the other questions).
B. I've heard of VICCI but I've never been to the VICCI office (please skip to questions 8).
C. I never heard of VICCI (please skip to question 8).

REMEMBER, IF YOU CHECKED B OR C, PLEASE SKIP TO QUESTION 8.

QUESTION 2 How did you first learn of the Volunteers in College & Career Information (VICCI) program? From: (Check <u>one</u> only)

A. Daily Bulletin.
B. Referred by counselor.
C. Referred by teacher.
D. Referred by friend.
E. By accident (like, I wondered in).

THE FOLLOWING QUESTIONS GIVE US YOUR REACTIONS TO THE VICCI PROGRAM:

QUESTION 3 Did you get the information you needed or wanted?

A. All of it.
B. Most of it.
C. Part of it.
D. None of it.

QUESTION 4 What was the result of your visit to the VICCI office?

A. I got some new ideas about my future plans.
B. It started me thinking about my future.
C. I didn't find it helpful.

QUESTION 5 Would you come back to VICCI for more college or career information?

A. I've already been there more than once.
B. I haven't been back yet, but I might go again.
C. I don't expect to go back.

QUESTION 6 Would you tell your friends to go to VICCI to get college or career information?

A. yes
C. no

QUESTION 7 Should the VICCI program continue at this school next year?

A. yes
B. no

THE NEXT QUESTIONS TELL US SOMETHING ABOUT YOU AND WILL HELP US IN PLANNING TO DO A BETTER JOB IN MEETING YOUR NEEDS NEXT YEAR.

QUESTION 8 What grade are you in now?

A. 10th grade
B. L-11th grade
C. H-11th grade
D. L-12th grade
E. H-12th grade

QUESTION 9 Are you?

A. male
B. female

QUESTION 10 Are you?

A. Black
B. Oriental
C. Spanish
D. White
E. Other

QUESTION 11 Do you think you will?

A. Finish high school.
B. Drop out of high school.

QUESTION 12 What do you plan to do after that?

A. Get a full-time job.
B. Be an apprentice.
C. Work and go to school.
D. Go to school full-time.
E. I don't know yet.

QUESTION 13 If you will continue with school, what do you plan to do?

A. Complete a business or special training program.
B. Complete a two-year college training program.
C. Complete a four-year college program.
D. Complete college and go to graduate school.

QUESTION 14 In general, how much help do you need with your career plans?

A. A lot of help.
B. Some help.
C. No help.

MOVE TO THE RIGHT SIDE OF THE CARD TO INDICATE SCHOOL IN THE SECTION AREA.

Please indicate school by placing X's in the proper columns:

000 Balboa
111 Galileo
222 Lincoln
333 Lowell
444 Mission
555 Washington
666 Wilson

PLEASE USE THE BACK OF THE CARD TO WRITE ANY OTHER RECOMMENDATIONS OR COMMENTS YOU HAVE. PLEASE INCLUDE ANY IDEAS YOU THINK MIGHT HELP US.

THERE IS NO NEED TO PUT YOUR NAME ON THE CARD.

THANK YOU VERY MUCH.

APPENDIX F

A SELECTION OF STUDENT RESPONSES TO THE "RECOMMENDATIONS" AND "COMMENTS" SECTIONS OF THE STUDENT QUESTIONNAIRE

I enjoy coming in and discussing things casual or otherwise. Because you are independent, you are not, I hope, pressured by the atmosphere in the school. May I say again, how much you have helped my friends and me. Now I know there is a specific place for obtaining certain information. You are doing a great job.

It's a beautiful program, keep it going.

It's very helpful. I found out while I was there that for the college I want to go to, there were courses I had to take but didn't know about. I'm taking them now and use the room for other information regarding my college choices.

I think VICCI is the best way to get college information. The VICCI is the only place I've found info and since it is in the school, it is easy to visit. The KUDER test is interesting - not too accurate.

More publicity for VICCI. It saves counselors and students time and trouble. It works.

The VICCI Center has many useful sources of information. It should be continued and publicized more to let students know of its existence and helpful informative sources.

It's a good program!

One specific thing I liked was the scholarship information by computer. It was very helpful.

I feel this is a very helpful center and there has always been someone in there eager to help (especially workers from various colleges, etc.)

It opened up a lot of doors for me. I found out that I could go to places I would never have thought of.

VICCI is doing a pretty good job of handling college material and information and also summer employment. Also quite courteous.

I feel VICCI is doing fine!!

Go to individual classes more often to present college information.

VICCI has been a great help to me.

Get more information on Major Black Colleges.

VICCI program is very important to the college-minded students. Due to lack of information, many friends of mine have missed the opportunity to attend the universities that they prefer. A high school graduate would have to face one of the most important decisions in his lifetime -- to decide what to do after graduation. They should be informed early about what they can do after graduation so that they can have ample time to prepare themselves to achieve their goals. Counselors are usually busy and do not have too much time to guide their students. The VICCI office should then help the students and contact them through the counselling office where students used to drop by. VICCI program is a way of insuring an adequate flow of reasonable, informed, trained, and creative personnel for our society. Therefore, the VICCI office should be expanded, and its importance should be emphasized to all students.

Have more volunteers at one time to handle the rush of students during nutrition.

I think that you should publicize yourself more.

The "friendly folks at VICCI" are really a help--the only help I got. The program should definately continue.

It might be helpful for those students who have difficulties in deciding to go to college by showing us some films on different campuses.

The continuation of this program and its introduction to students immediately upon entrance.

Keep the good work up! I think you can improve though.

The VICCI people have helped me quite a bit. They gave me literature on the college I wanted to go to and what classes I needed or should take there. I hope it will be there next term or year or whatever.

I like the nice-looking girls you have there.

VICCI is a good program to help benefit all students who wish to attend college, but don't know how to go about getting the information.

Know more information on small jobs, country jobs, rangers, game wardens, lumberjacks, etc.

It's the only place in the school where one can get complete information about college. Very helpful.

Since the VICCI office helps a lot of students and a lot do come in I feel the VICCI should have a much larger office where they can see more students who need help right away instead of having them wait (in line) and it's too late. VICCI should be more publicized because most students learn from friends and the information they get from their friends isn't always reliable. More stuff is needed and VICCI should have someone in the office all during school.

I think VICCI is a lot of help to all students, and is a necessity and must continue.

It helped me in my tenth grade year. I know what I want to go to college for.

I found the VICCI office to be very helpful. How about more college information and sources of financial aid?

Some of the occupational interests tests were valuable. Also, the scholarship information provided by the computer was good.

I feel that VICCI has been of great help. Everyone helped and seemed sincerely interested in assisting. I hope VICCI will be there next year.

I find VICCI very helpful as far as giving information concerning the specializations of each college.

It's a nice thing that they are doing and they should keep it up.

I really think it is necessary and helpful to have a VICCI Center at high school.

I would like to thank a member of the staff who went out and found out about information I needed though they didn't have it in VICCI.

This VICCI office has really helped me to look at my future. Even though I still can't make up my mind, at least I have ideas.

VICCI really is a service organization for the students. Keep up the fine work.

VICCI is very informative and it is a good experience to many students. I would recommend VICCI to all students who don't really know what they want. Also, to students who are just entering into college should come in.

It (VICCI) should be publicized more so that more students can be helped the way I was. I appreciate all the help that I received about colleges. I want to thank all of the staff and wish them good luck for the years to come.

I have recommended it to three of my friends and hope they will go there. I think it is a good way to find out about colleges and be prepared for it. It lets you see the advantages of all different occupations.

This program has done a great deal for me, and a lot of my friends. The VICCI program should definitely be continued. I would recommend it to anyone who needs information about college.

The volunteer who helped me was very very nice. I hope that all are like her.

VICCI has helped me a great deal and I'm not finished using it yet. There should be a VICCI in every high school and it should be available to 9th graders who intend to go to college. VICCI should most definitely be continued. I have recommended VICCI to at least 10 people already.

I feel that this program is a huge success and should be continued. If it wasn't for your program I wouldn't have found out when my application was due.

I think your program is fine, but you don't seem to reach people early enough. Try starting a little earlier and coming on a little stronger.

VICCI VICCI VICCI VICCI VICCI VICCI VICCI VICCI VICCI

APPENDIX G

VOLUNTEERS IN COLLEGE & CAREER INFORMATION

VICCI

STAFF QUESTIONNAIRE

PLEASE CHECK:

____ ADMINISTRATOR
____ COUNSELOR
____ TEACHER
____ OTHER

PLEASE CHECK:

____ BALBOA
____ GALILEO
____ LINCOLN
____ LOWELL
____ MISSION
____ WASHINGTON
____ WILSON

PLEASE CIRCLE:

Yes No Have you visited the VICCI office?

Yes No Have you used any of the VICCI materials?

Yes No Have you ever sent a student to the VICCI office for information?

Yes No If your answer to the preceding question was YES, do you think the student got the help you wanted him (her) to have?

Yes No Do you think the VICCI program should be continued at this school next year?

COMMENTS & RECOMMENDATIONS:

PLEASE RETURN TO THE VICCI OFFICE

APPENDIX H

A SELECTION OF STAFF RESPONSES TO THE "RECOMMENDATIONS" AND "COMMENTS" SECTIONS OF THE STAFF QUESTIONNAIRE 1972-1973 EVALUATION

I am very pleased with the availability of materials in career information. VICCI fulfills a great need at little or no expense to the school district. Balboa-

The VICCI office has been highly beneficial to students and the school as a whole. The volunteers are all cooperative and well-informed. They are constantly trying to help the students. Their work with the sophomores this year has instilled an interest on the part of the students to make educational and career plans. -Balboa-

The VICCI service is an invaluable aid to students. Much information not readily available to counselors is available in the VICCI office and students sent by counselors do get this information. Thanks for a great job well done. -Balboa-

I cannot say too many fine things about the VICCI program at Balboa. The volunteers have been of great assistance to students and counselors. I hope VICCI will never leave Balboa. -Balboa-

VICCI personnel have been very cooperative with my counselees. We all appreciate their assistance. -Balboa-

They are doing a fine job and have made a good reputation with both students and teachers. Excellent group, always willing to assist. -Balboa-

The VICCI personnel have been most cooperative and helpful, arranging for field trips, speakers, and obtaining information, both to me, my students, and my student teachers. Keep up this essential service!!! -Balboa-

As Assistant Principal Pupil Personnel I commend the VICCI for all of the help that you have given the students of Galileo and the members of the counseling staff. The adverse conditions have been most difficult but the volunteers have been tremendous. We sincerely want the program to continue at Galileo and hopefully when we return to the other building we shall be able to provide a better office. We thank you. -Galileo-

Good service - only problem is to motivate more students to take advantage of your services. Definitely should be continued. -Galileo-

I think VICCI is performing a much needed service and is a great help to those students who are concerned about their futures. -Galileo-

You have been of tremendous help with my counselees in giving information, helping them fill out forms, creating desires in filing applications and in taking tests. -Galileo-

Fabulous service. The VICCI staff have been of immense help in following through with vocational counseling services provided by the Work Experience office. They've helped students locate job information, practiced "mock" employment interviews and furnished Kuder interest tests. We could not help as many students were it not for the VICCI follow through. - Galileo-

Keep up the excellent work. We need you! -Galileo-

My class enjoyed the informal talk given by a VICCI volunteer. The representative was informative and friendly. The students were pleased with the knowledge gained. Please continue this assistance to our students. -Galileo-

The students feel this is a worthwhile service. Their comments about it are favorable. It should be continued. -Galileo-

Valuable information source for students and the work coordinators. -Galileo-

The service you perform is invaluable. -Galileo-

Let it live. -Lincoln-

This is an extremely positive program and should be continued. It was heart warming and gratifying to see the open door and live volunteers on hand at all the times I passed by. (So many other school doors are locked.) -Lincoln-

The streams of information from the VICCI via bulletins have been excellent. Lincoln-

VICCI's doing a fine job - attractive organized office, courteous helpful staff. -Lincoln-

Good show. - Lincoln-

As usual, the VICCI volunteers have provided Lincoln's counselors and students with an invaluable supplementary service. As E.O.P. Counselor, I have had their fullest cooperation and been given assistance for students normally not available through school channels. (One volunteer drove a student to Stanford for a pre-admissions interview after arranging all of the details, personally, for the boy). The intelligence, cooperation and hard-work that characterize the overall performance of these volunteers and their service program are qualities much needed, but often lacking, on all levels of education today. This program represents parent/community involvement with the schools on the highest level of mutual participation. -Lincoln-

Strongly recommend the continuation of program. -Lincoln-

VICCI has always been a spot where information and clear talk was available. Let's keep it open forever - the students get a great deal from the services provided. The VICCI staff is pleasant, understanding and interested. A fine combination. -Lincoln-

I think that VICCI is one of the best things that has happened to Lincoln in many a moon. The counselors depend on it heavily now and we'd hate to lose this service. -Lincoln-

Unqualified enthusiasm. -Lowell-

We were particularly fortunate to have the VICCI office so effectively managed by Mrs. Grossman. She worked with all the members of the VICCI staff at Lowell to give them the support and information they needed to carry on a successful program with the students. The VICCI office is concerned, as we are, with the security of the materials. Perhaps cabinets with locks on them would assist in keeping control of the kinds of college catalogs and other materials most desired by students. The program itself has given a service to students which is vastly needed and has supplemented the work of the counselors so that they have more time available for working directly with students. I have been extremely pleased to have the VICCI people and program at Lowell. -Lowell-

VICCI has been quite supportive of our counseling services. It's now a household word at Lowell. -Lowell-

A tremendous help to us especially in handling our library (education and career information and the Kuder tests, etc.). We owe them our gratitude and thanks. We find that some students need someone to talk to them. The VICCI volunteers have a talent for this. They always have a smile and a word of encouragement for our youngsters. -Lowell-

My students use it and say it is very helpful. -Lowell-

Absolutely a fine program! -Lowell-

Outstanding service. -Lowell-

Excellent program. -Mission-

I think you are great! The program has been very helpful to the students, as well as to me. The students have been able to get personal attention, detailed career information, as well as enthusiastic friendly support about their career questions. The students liked the fact that the volunteers took them seriously whenever they talked about their careers and I appreciated this also. It's so important to be taken seriously when considering future plans. We need to have you stay. You are a very important part of my counseling procedure. Thank you. -Mission-

VICCI has done a very good job this semester! - Mission-

The VICCI is beneficial to the school program. The value to our school and the students cannot now be measured and the number of students helped may never be realized. -Mission-

This is a very important function and must be continued! - Mission-

A fine idea, in tune with society's needs. -Washington-

I think this offers an excellent opportunity for students to receive information their counselors might not have time, or be able, to give them. The best referrals are made by students themselves. -Washington-

I hear good things about VICCI. -Washington-

Hard working crew. -Washington-

I think the program should be continued because it gives the students an elementary background and knowledge of certain fields. -Washington-

Very useful program and should be continued. -Washington-

The VICCI staff at George Washington high school is terrific and should be commended for a tremendously effective effort. -Washington-

VICCI seems to be one of the two or three exceptionally good, worthwhile programs in the school. -Washington-

A very valuable exciting innovative program, much needed in today's high schools. -Washington-

Excellent service. Has provided incentive as well as service. Relieved load from counselors and assisted teachers with reference materials. Washington-

In one class I did a unit on careers; the VICCI people, who administered a Kuder test and followed up with specific career information, were extremely helpful. -Wilson-

Your staff is rendering a good service to our students. -Wilson-

Keep up the good work! -Wilson-

The VICCI program is an essential and integral part of the counseling program. -Wilson-

The VICCI program is very important and necessary to student service in the schools. It offers the students a unique kind of informational service. In this office, it has been very helpful to both the students and the job counselor. -Wilson-

I appreciate the efforts of VICCI. The people there have always been helpful and courteous. -Wilson-

I feel it is a vital part of our program. -Wilson-

Quite a few students in my classes request to go to the VICCI office. Students are seemingly aware of VICCI and make use of it. -Wilson-

The VICCI service should be continued and expanded. More information about the center should be provided on a regular basis. The school newspaper and community newspapers should be encouraged to devote an issue to VICCI. Keep up the good work. -Wilson-

APPENDIX I
VOLUNTEERS IN COLLEGE & CAREER INFORMATION
(VICCI)

Dear Current and Past VICCIs,

We are approaching the end of the third year of VICCI operation and are engaged in a comprehensive evaluation of the program. We seek your help as we would like to incorporate your reaction to your VICCI experience in our final report. Please take a few minutes to complete the questionnaire and return it to us. Thank you for your help.

JUDY MILLER JIM GORDON MERRIAM LEVY

I have worked as a VICCI at (check as many as applicable):

_____Balboa _____Lincoln _____Washington

_____Galileo _____Lowell _____Wilson

_____Mission

Are you currently? (check as many as applicable):

_____A student _____Employed _____Other
Please elaborate

_____Housewife _____Retired _____

SEX: _____Male _____Female

AGE: _____under 20
_____20-30
_____30-40
_____40-50
_____50-60
_____over 60

LAST EDUCATION LEVEL COMPLETED: (Please circle response)

Grade School: 1 2 3 4 5 6 7 8 College: 1 2 3 4

High School: 1 2 3 4 Graduate School: 1 2 3 4

NUMBER OF CHILDREN_____ AGES, if any_____

Do any of your children currently attend S.F. schools? YES NO

Have any of your children attended S.F. schools in the past? YES NO

FOR HOW MANY YEARS HAVE YOU WORKED AS A VICCI? _____

DO YOU THINK THE VICCI PROGRAM HAS HELPED STUDENTS?

DO YOU THINK THE VICCI PROGRAM HAS HELPED SCHOOL COUNSELORS?

WHAT HAS BEEN THE MOST REWARDING PART OF YOUR VICCI EXPERIENCE?

WHAT HAS BEEN THE LEAST REWARDING PART OF YOUR VICCI EXPERIENCE?

IS THERE ANYTHING THE VICCI PROGRAM DOES NOT DO THAT YOU THINK WE MIGHT DO?

HAVE YOU EVER ATTENDED ANY OF THE REGULAR VICCI TRAINING SESSIONS?

HAVE YOU SUGGESTIONS FOR TRAINING?

ARE YOU PLANNING TO VOLUNTEER FOR THE VICCI PROGRAM NEXT YEAR?

IF YOU MEET PEOPLE WHO LIKE WORKING WITH YOUNG PEOPLE, WOULD YOU BE LIKELY TO RECOMMEND THE VICCI PROGRAM TO THEM AS A WORTHWHILE EXPERIENCE?

Thank you for your patience.

VOLUNTEERS IN COLLEGE/CAREER INFORMATION

-VICCI-

POSSIBLE HIGH SCHOOL JOB OPPORTUNITIES

The following is a list of local, state, and federal agencies that might help you with your job hunting.

STATE OF CALIFORNIA

State Personnel Board
515 Van Ness Ave., First Fl. (nr. McAllister St.)
San Francisco, California 94102 (557-0576)

UNITED STATES GOVERNMENT

Federal Job Information Center
450 Golden Gate Ave., Rm. 1001 (First Fl.)
San Francisco, California 94102 (556-6668)

CITY AND COUNTY OF SAN FRANCISCO

San Francisco City Hall (Rm. 160)
Van Ness Ave. (opposite Opera House)
San Francisco, California 94102 (558-4495)

NEIGHBORHOOD YOUTH CORPS

25 - 14th St. --- 621-5555
824 Harrison St.--495-4888

HUMAN RESOURCES DEVELOPMENT

Casual Labor -
Commercial & Clerical -
Industrial - 1449 Mission - } 557-1800
Professional & Sales -

You should also check with companies that hire large numbers of personnel. The following is a partial list of businesses that you might investigate.

California Blue Shield
California State Auto Association
Firemen's Fund
Prudential Life Insurance
Metropolitan Life Insurance
Pacific Gas and Electric
Pacific Telephone Company
Standard Oil of California
BART (hopefully)
St. Luke's Hospital
San Francisco General Hospital
Bank of America
Bank of California
Wells Fargo Bank

The Emporium
J. and I. Magnin's
Macy's
Roos-Atkins
Sears
Woolworth's
hotels
restaurants
temporary employment agencies
(for example, Western Girl, Kelly Girl, S.O.S., Olsten's)
camps (counselors)
talk with your job counselor at school

APPENDIX K

A TIMETABLE FOR GETTING INTO COLLEGE

Prepared by

VICCI

(VOLUNTEERS IN COLLEGE/CAREER INFORMATION)

If you think you may want to go to college after you finish high school, now is the time to start thinking about it! There are:

BASIC INFORMATION

I. Things you can begin to think about.
II. Questions you can ask yourself (although you won't have all the answers now!)
III. Different kinds of colleges you should know about.
IV. Different kinds of tests you should know about.

DURING 10th GRADE, THERE ARE:

I. Things to do.
II. Information to gather.

DURING 11th & 12th GRADE, THERE ARE:

I. Application deadlines to meet.
II. Tests to take, on certain dates.
III. Entrance requirements to be considered in planning your high school program.

This Timetable will cover the basic information you will need if you are planning to go to college.

The Check-Off Schedule at the end of the booklet will help you keep track of what should be done, and when, and what comes next.

If you are already in 11th or 12th grade, there is still time for you to make college plans! Go through the Timetable and see which parts of your program still needs to be worked on. Get as much information as possible on your own, or with the assistance of the VICCI volunteer, before you see your counselor. Your counselor will be able to help you more if you have some idea of your specific needs.

BASIC INFORMATION

I. THINGS TO BEGIN TO THINK ABOUT

1. Begin to think and talk about the kinds of work you might be interested in doing.
   An Interest Survey may be helpful to you by either confirming your present thoughts about your interests or by making you aware of other strong interest areas.
   With this awareness of your interests, you may then investigate the careers that relate to them.
   Ask your counselor or the VICCI volunteer about Interest Surveys.

II. QUESTIONS TO ASK YOURSELF

1. How long will it be before I must begin to earn a living?
2. What colleges offer the training I want or need?
3. How much can I afford to pay for school?
   (How much financial help can my family give me?)
4. What are some of the ways I can get financial help to go to college?
5. Do I want to go away from home to school?
6. What about financial help if I want to go away to school and my family cannot support me away from home?

BASIC INFORMATION

III. DIFFERENT KINDS OF COLLEGES YOU SHOULD KNOW ABOUT

1. Two-Year Colleges -- "Junior Colleges" or "Community Colleges".

   You can take a two year program that prepares you for a job after you graduate at the end of two years (Associate of Arts Degree or Certificate of Proficiency), or you can take a two year course to prepare you to transfer to a four year college (the two year college is your freshman and sophomore years of college, and you finish your junior and senior years in a four year college).

   All students who live in San Francisco may attend San Francisco Community College if they are high school graduates or are 18 years old or older. (Entrance examination not required).

   If San Francisco Community College does not have the program you want, you can attend another community college in California by getting a waiver from the Registrar's Office at CCSF.

2. Four Year Colleges (These include the State University and College system, the University of California, and most private colleges).

   You may take general background courses (liberal arts) with special work in a particular subject field (a "major").

   Some majors are limited--it may be possible to enter in one major and later change to another major that you prefer.

   Or, you may take four years of a professional or technical program leading to an occupation or profession such as engineering, business administration, nursing, some scientific careers, etc.

> Certain professions (such as medicine, law, and teaching) will require additional training after you graduate from a four year college (Graduate School).

BASIC INFORMATION

3. College-Level Vocational Training Schools: specialized schools that prepare you for a particular career, or "vocation".

These schools, often called "vocational schools" or "proprietary schools," provide shorter but more concentrated training for many of the careers available today:

Business Analysis	Secretarial Specialties
Industrial Management	(medical, legal, executive)
Drama	Court Reporting
Computer Technology	Health Science (medical
Hotel Management	or dental assistant)
Electronics Technology	

All Vocational or Proprietary Schools charge some kind of fees for training.

The VICCI volunteer can give you a list of questions you should ask when you go to visit these schools. Ask the volunteer for a copy of SOME QUESTIONS FOR STUDENTS INVESTIGATING SCHOOLS WHICH CHARGE FEES FOR TRAINING.

Be sure you get satisfactory answers to all of these questions before you sign any kind of contract with one of these schools.

BASIC INFORMATION

IV. DIFFERENT KINDS OF TESTS YOU SHOULD KNOW ABOUT:

Various tests will be given in the 11th and 12th grades for students who want to apply for college admission and financial aid. These tests require advance application and payment of a fee. If you cannot afford the fees, see your counselor before the application deadline, and ask about getting the fee dropped; sometimes this is possible.

1. PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)-- This is a practice version of the Scholastic Aptitude Test. The PSAT is usually taken in the 11th grade and forecasts what your scores may be on the SAT. The results also may be used to qualify for some scholarships

2. SCHOLASTIC APTITUDE TEST (SAT)
   This test is made up of questions on English (language ability and literature) and Mathematics (arithmetic, algebra, and geometry).
   It is required for admission to many four year colleges.
   It is usually taken toward the end of the 11th grade or early in the 12th grade.
3. ACHIEVEMENT TESTS (ACH)
   These are given in five areas: English, Foreign Language, History and Social Studies, Mathematics, and Science.
   You may take up to three of these tests: In choosing which ones, consider what the college of your choice requires, and what areas you know best.
   They are usually taken in the L-12 grade.
   Some colleges require that you take Achievement Tests as well as the SAT; other colleges require only the SAT.
4. AMERICAN COLLEGE TESTING PROGRAM TEST (ACT)
   Some colleges require you to take the ACT instead of the SAT; some colleges give you a choice of taking either one.
   The ACT is divided into four parts: English, Mathematics, Social Studies, and Natural Science.
   This test is usually taken in the L-12 grade.

Sample questions of these tests are usually available in the Counseling Office, and in reference books in the VICCI office.

The SAT, and ACT, and Achievement Tests are given more than once during the school year. Therefore, it is possible to retake a test if for some reason you feel that you didn't do your best the first time. However, you will have to pay an additional fee to retake the test.

Don't forget to find out exactly which tests are required by the colleges in which you are interested.

10th GRADE

I. THINGS TO DO

1. Be sure that you are taking the courses which fulfill the entrance requirements for admission to college.
   Check in the VICCI office for college entrance requirements.

2. Look at college catalogues (paperback books put out by each college with information about the college).
   These can be seen in the VICCI office (Volunteers in College/Career Information), other places in the school catalogues are kept (the counseling office or the library), or in the main branch of the Public Library.
   You can also send a postcard to any college and ask them to send their catalogue to you (some colleges may ask you to send $1.00 or $1.50).

> Your regular school grades and your test scores are both important for college admission and for financial aid. Plan to start improving your grades now. Ask your teacher or your counselor for help in doing this.

II. INFORMATION TO GATHER

1. Talk to friends or relatives who go to college and ask what they think about them.

2. Visit colleges in the Bay Area.

3. If you visit cities out of the Bay Area, try to visit colleges of different sizes.

4. Look in the catalogues to find out how much money you will need to go to college.
   Colleges and many private organizations have money to help you pay your college expanses; this is given as Scholarships, Grants, Loans, etc., and is called FINANCIAL AID. Each college usually has its own Financial Aid Office.

> Start helping yourself by saving some money NOW, if possible!

11th GRADE

SEPTEMBER: 1. Sign up for the PSAT/NMSQT (Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test).

SEE THE RED PAGE FOR FEES AND DEADLINES FOR SIGN UP

The PSAT (Preliminary Scholastic Aptitude Test)

and

The NMSQT (National Merit Scholarship Qualifying Test) have been combined into

ONE TEST: The PSAT/NMSQT

Take it in: October of your 11th grade year

Use it to:

1. Practice taking this kind of test.(You will probably take the SAT in the fall of your 12th grade year)
2. Forecast your scores on the SAT
3. Qualify for Scholarships administered by the National Merit Scholarship Corporation

2. Check the courses required for college admission in the VICCI office.

3. Check with your counselor to see that you are taking courses that meet minimum college requirements.

4. Get a SOCIAL SECURITY NUMBER now (applications in VICCI office).

5. Attend some of the meetings with college representatives who will be visiting your school--notices in Daily Bulletin & VICCI office.

11th GRADE

OCTOBER:
1. Take the PSAT/NMSQT
   SEE THE RED PAGE FOR TEST DATE AND FEE.
2. Begin to read as much as possible outside of your school work. This is the best training for improving future test scores.

NOVEMBER:
1. Remember, this is the last full year on your record which will be sent to colleges next year.
2. Plan to improve your grades through extra effort, tutoring, or apply for special college preparatory programs (Upward Bound, etc.). Discuss these with your counselor.
3. Your teacher or counselor can request tutoring help for you through the San Francisco Education Auxiliary, 864-4224, or inquire in the VICCI office.

FEBRUARY or MARCH:
1. You may want to take the SAT in April, for guidance and practice purposes, instead of waiting until next fall. If so, sign up now.

   SEE THE RED PAGE FOR TEST DATES, FEES, AND DEADLINES

APRIL:
1. Take the SAT (Scholastic Aptitude Test) unless you have decided to wait until the beginning of your 12th grade year.

MAY:
1. Sign up for summer school if you need to raise your grade in a course you will need to meet college admission requirments. Consult your counselor about sign-up procedures.

SUMMER: Visit the college campuses of your choice if possible.

12th GRADE

SEPTEMBER:

1. Decide which colleges are best for your needs (reread page 3 & 4).
2. Look at college catalogues (a large selection is available in the VICCI office).
3. Select one or more colleges from those you have investigated.
4. Double check their catalogues to be sure that the courses you are taking will meet their entrance requirements. This is your last chance to make a change if it is necessary!
5. Send for applications and other desired information.
6. Attend meetings with college representatives.
7. Sign up for SAT if you intend to apply for California State Scholarships.

OCTOBER:

1. Sign up for SAT if you have not done so already. THE SAT IS ESSENTIAL IF YOU PLAN TO APPLY FOR A CALIFORNIA STATE SCHOLARSHIP!
   Sign up for Achievement Tests (if they are required by the college to which you are applying).
   Sign up for ACT (if your college requires it).

   SEE THE RED PAGE FOR TEST DATES, FEES, AND DEADLINES

2. If you are taking Achievement Tests, be sure to check "Information Booklet" carefully. Not all Achievement Tests are given on every test date.
3. Be sure the numbered codes for YOUR SCHOOL and the TEST LOCATION are correct. Ask the VICCI volunteer to double check your application if you have any doubts.

NOVEMBER:

1. Applications for University of California and State Colleges and Universities are due this month.
2. Check the application deadlines for other colleges.
3. Applications for California State Scholarships are available this month. Check the date the application is due!
4. Send in Financial Aid Request if separate from college application
5. Sign up for Achievement Tests if they are required.
6. Take SAT (and Achievement Tests if required).

DECEMBER:

1. Send in Parent's Confidential Statement and other forms required for financial aid.
2. Check deadlines for applications to private colleges you may be interested in.

12th GRADE

JANUARY:

1. Fill out the transcript request form in the counseling office
2. Be sure that the colleges to which you have applied have been receiving copies of your test scores if they require them (Community College of San Francisco does not require any test scores).
3. Be sure that your Parents Confidential Statement is mailed before the deadline (usually early January).
4. Be sure that your counselor and teachers have sent letters of recommendation to the colleges and Scholarship programs which require them.
5. College Opportunity Grant applications due (for students planning to attend 2 year colleges).

FEBRUARY or MARCH:

1. Community College of San Francisco applications will be available at your school. Check the Counseling Office or the VICCI Office for the exact application dates. (They vary slightly from school to school).
2. Most of the colleges will report to you their decisions about your admission and financial aid.

MARCH or APRIL:

1. All colleges will have reported their decisions about your admission. Some financial aid decisions may still be pending.
2. A few colleges will still accept applications. If you have just made up your mind to continue your education, you may want to check on these colleges with your counselor or the VICCI volunteer.

MAY:

1. If you still need to take or retake the SAT you can sign up now for the last test of the term, which is given in July. Be sure to check first with your college to find out whether they will accept this very late test score.

JUNE: CONGRATULATIONS!

YOUR TIMETABLE FOR GETTING INTO COLLEGE

Basic Information

_____ 1. Think & Talk about kinds of work interested in.
_____ 2. Take Interest Survey to find strong interest areas.
_____ 3. Questions to ask yourself (page 2).
_____ 4. Start improving grades now!

10th Grade

_____ 5. Take courses to fulfill college entrance requirements.
_____ 6. Visit colleges.
_____ 7. Check college catalogues.
_____ 8. Check cost to go to college of your choice.

11th Grade

SEPTEMBER: _____ 9. Sign up for PSAT/NMSQT.
_____ 10. Check which courses are required for college admission.
_____ 11. Check with counselor to be sure your courses fulfill college requirements.
_____ 12. Get a social security number.
OCTOBER: _____ 13. Take PSAT/NMSQT.
FEBRUARY: _____ 14. Sign up for SAT (test in April).
MAY: _____ 15. Sign up for summer school if needed to raise grades for college admission.

12th Grade

SEPTEMBER: _____ 16. Reread pages 3 & 4 about 2 and 4 year colleges.
_____ 17. Look at college catalogues.
_____ 18. Select one or more colleges you wish to attend.
_____ 19. Double check catalogues; are you taking the required courses?
_____ 20. Send for applications.
_____ 21. Sign up for SAT if you plan to apply for California State Scholarship.
OCTOBER: _____ 22. Sign up for SAT, ACT, or Achievement Test.
NOVEMBER: _____ 23. Applications for the University of California and the State Colleges and Universities are due.
_____ 24. Check application deadlines for other colleges.
_____ 25. Applications for California State Scholarships due.
_____ 26. Sign up to take SAT (given in December).
DECEMBER: _____ 27. Take SAT (and Achievement Test if required).
_____ 28. Send in Parents Confidential Statement.
JANUARY: _____ 29. Transcripts sent to school (s) you applied for.
_____ 30. Be sure colleges have received your test scores.
_____ 31. College Opportunity Grant applications due.
_____ 32. Be sure Parents Confidential Statement is mailed before deadline.
FEBRUARY or MARCH: _____ 33. Community College of San Francisco applications available at your school.